



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 8

Test Date: March 2009
Code: 11061305
SAU: Milford School Department
School: Dr Lewis S Libby School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2009

Grade: 8

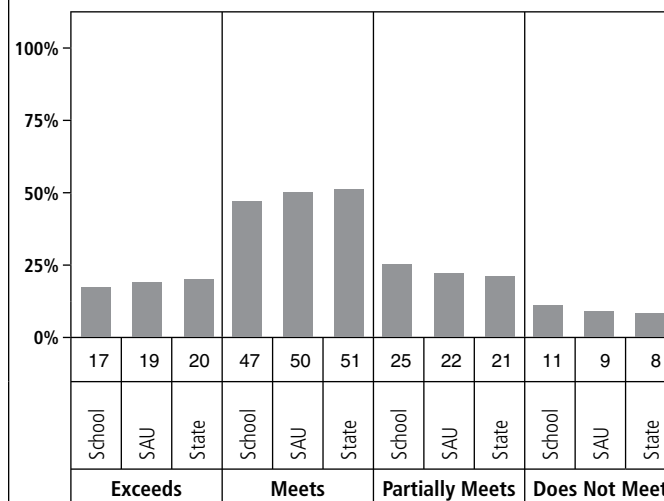
SAU: Milford School Department

School: Dr Lewis S Libby School

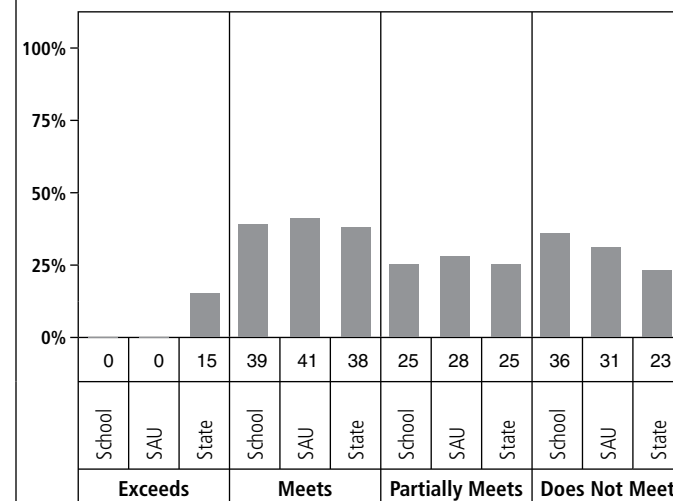
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	845	845	847
2007–2008	852	854	849
2008–2009	849	850	850
Cum. Avg.*	848	849	849
Mathematics			
2006–2007	835	835	842
2007–2008	841	844	841
2008–2009	834	836	843
Cum. Avg.*	836	838	842
Science			
2008–2009 **	845	846	846

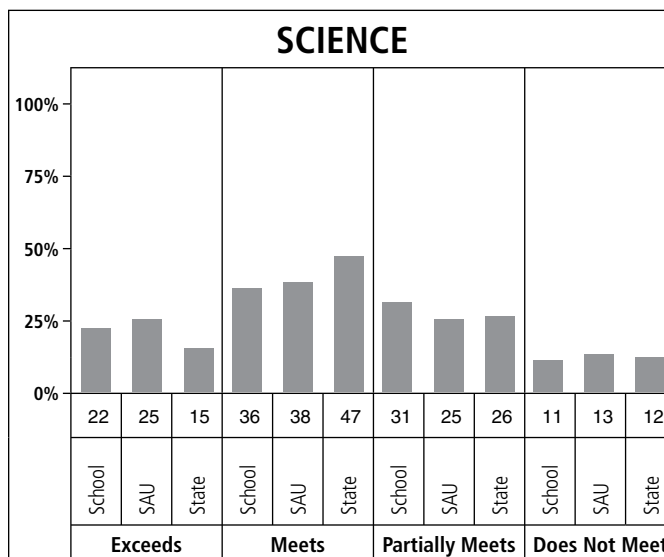
ELA – READING



MATHEMATICS



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

** Because science standards were reset in May 2009, no historical data are available

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
 Grade: 8
 SAU: Milford School Department
 School: Dr Lewis S Libby School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	37	100	34	100	14804	100	36	97	32	94	14659	99	36	97	32	94	14653	99	36	97	32	94	14626	99
Ethnicity African American/Black	0	0	0	0	377	3	0	0	0	0	366	97	0	0	0	0	371	98	0	0	0	0	367	97
American Indian or Native Alaskan	3	8	2	6	119	1	3	100	2	100	117	99	3	100	2	100	115	97	3	100	2	100	116	98
Asian or Pacific Islander	0	0	0	0	238	2	0	0	0	0	232	97	0	0	0	0	234	98	0	0	0	0	234	98
Hispanic	1	3	1	3	192	1	1	100	1	100	188	98	1	100	1	100	191	100	1	100	1	100	190	99
Caucasian/White	33	89	31	91	13878	94	32	97	29	94	13756	99	32	97	29	94	13742	99	32	97	29	94	13719	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	7	19	6	18	2489	17	6	86	5	83	2434	99	6	86	5	83	2424	98	6	86	5	83	2418	98
Current LEP	0	0	1	3	349	2	0	0	0	0	331	95	0	0	0	0	342	98	0	0	0	0	338	97
Economically disadvantaged	20	54	18	53	5460	37	19	95	16	89	5380	99	19	95	16	89	5377	99	19	95	16	89	5359	98
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100	0	0	0	0	6	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	28	76	26	76	12132	82	28	76	26	76	12124	82	28	76	26	76	12169	82
Identified disability (PET/IEP)	1	4	1	4	379	3	1	4	1	4	380	3	1	4	1	4	425	3
LEP	0	0	0	0	166	1	0	0	0	0	169	1	0	0	0	0	168	1
504 plan	2	7	2	8	200	2	2	7	2	8	200	2	2	7	2	8	202	2
Participation with accommodations	8	22	6	18	2349	16	8	22	6	18	2347	16	8	22	6	18	2288	15
Identified disability (PET/IEP)	5	63	4	67	1877	80	5	63	4	67	1862	79	5	63	4	67	1824	80
LEP	0	0	0	0	158	7	0	0	0	0	167	7	0	0	0	0	165	7
504 plan	0	0	0	0	70	3	0	0	0	0	70	3	0	0	0	0	66	3
Other	3	38	2	33	292	12	3	38	2	33	297	13	3	38	2	33	280	12
Participation through alternate assessment (PAAP)	0	0	0	0	178	1	0	0	0	0	182	1	0	0	0	0	169	1
Identified disability (PET/IEP)	0	0	0	0	178	100	0	0	0	0	182	100	0	0	0	0	169	100
LEP	0	0	0	0	7	4	0	0	0	0	6	3	0	0	0	0	5	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	32	0	0	0	0	0	34	0	0	0	0	0	38	0
Non-participation – other	1	3	2	6	113	1	1	3	2	6	117	1	1	3	2	6	140	1

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 8
SAU: Milford School Department
School: Dr Lewis S Libby School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 862–880)	2006-2007	6	11	6	11	2407	16
	2007-2008	10	30	10	34	3428	23
	2008-2009	6	17	6	19	2857	20
	Cum. Total*	22	18	22	19	8692	19
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 842–860)	2006-2007	30	57	30	57	7494	49
	2007-2008	15	45	13	45	7179	48
	2008-2009	17	47	16	50	7431	51
	Cum. Total*	62	51	59	52	22104	49
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 830–840)	2006-2007	8	15	8	15	3628	24
	2007-2008	7	21	6	21	2706	18
	2008-2009	9	25	7	22	2979	21
	Cum. Total*	24	20	21	18	9313	21
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 800–828)	2006-2007	9	17	9	17	1810	12
	2007-2008	1	3	0	0	1611	11
	2008-2009	4	11	3	9	1214	8
	Cum. Total*	14	11	12	11	4635	10

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	34.7	62.0	35.6	63.6	35.5	63.4
A1/A2 Interconnected Elements/Literary Text	20	36	12.1	60.5	12.3	61.5	12.3	61.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	22.6	62.8	23.3	64.7	23.2	64.4

The MEA measures student achievement of the interconnected elements of the reading process based on questions related to literary and informational/persuasive reading passages. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009

Grade: 8

SAU: Milford School Department

School: Dr Lewis S Libby School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	36	6	17	17	47	9	25	4	11	849	32	19	50	22	9	850	14481	20	51	21	8	850
Ethnicity																						
African American/Black	0										0						362	8	43	29	20	843
American Indian or Native Alaskan	3										2						116	10	46	26	18	843
Asian or Pacific Islander	0										0						231	28	43	19	10	851
Hispanic	1										1						186	17	48	23	12	847
Caucasian/White	32	6	19	16	50	7	22	3	9	850	29	21	52	21	7	852	13586	20	52	20	8	850
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	1	17	3	50	2	33	832	5	0	20	40	40	830	2256	2	25	40	34	834
No	30	6	20	16	53	6	20	2	7	852	27	22	56	19	4	853	12225	23	56	17	4	853
Current LEP																						
Yes	0										0						324	5	34	36	26	838
No	36	6	17	17	47	9	25	4	11	849	32	19	50	22	9	850	14157	20	52	20	8	850
Economically disadvantaged																						
Yes	19	2	11	8	42	6	32	3	16	843	16	13	44	31	13	844	5277	10	46	29	15	844
No	17	4	24	9	53	3	18	1	6	855	16	25	56	13	6	856	9204	26	54	16	5	853
Migrant																						
Yes	0										0						5	0	40	60	0	841
No	36	6	17	17	47	9	25	4	11	849	32	19	50	22	9	850	14476	20	51	21	8	850
Gender																						
Female	23	5	22	11	48	4	17	3	13	851	21	24	52	14	10	852	7074	25	51	18	6	852
Male	13	1	8	6	46	5	38	1	8	845	11	9	45	36	9	845	7407	14	51	23	11	847
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						857	9	43	35	14	843
No	36	6	17	17	47	9	25	4	11	849	32	19	50	22	9	850	13624	20	52	20	8	850
Gifted/talented program																						
Yes	0										0						700	69	30	1	0	867
No	36	6	17	17	47	9	25	4	11	849	32	19	50	22	9	850	13781	17	52	22	9	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 8

SAU: Milford School Department

School: Dr Lewis S Libby School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	11	1	25	2	50	0	0	1	25	851	13	25	50	0	25	851	8	8	39	29	24	841
B. less than one hour	69	4	16	12	48	7	28	2	8	849	69	18	50	27	5	851	51	17	53	22	8	849
C. one to two hours	17	1	17	3	50	2	33	0	0	849	16	20	60	20	0	851	36	24	52	18	5	852
D. more than two hours	3	0	0	0	0	0	0	1	100	816	3	0	0	0	100	816	5	29	45	18	9	852
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	31	3	27	6	55	2	18	0	0	856	28	33	67	0	0	860	31	35	50	11	4	856
B. good	47	3	18	8	47	4	24	2	12	848	53	18	47	24	12	848	47	16	55	21	7	849
C. fair	17	0	0	2	33	3	50	1	17	842	13	0	25	75	0	845	18	5	47	33	15	842
D. poor	6	0	0	1	50	0	0	1	50	829	6	0	50	0	50	829	3	2	39	37	22	839
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	31	2	18	7	64	2	18	0	0	855	31	20	70	10	0	856	32	27	54	14	5	853
B. They match some of what I have learned.	58	4	19	9	43	5	24	3	14	848	56	22	44	22	11	849	52	18	53	22	8	850
C. They match just a little of what I have learned.	6	0	0	1	50	0	0	1	50	837	6	0	50	0	50	837	12	11	45	29	15	844
D. There is no match.	6	0	0	0	0	2	100	0	0	836	6	0	0	100	0	836	4	6	34	33	26	838
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	22	1	13	2	25	4	50	1	13	843	22	14	14	57	14	842	15	13	42	28	17	844
B. about the same as my regular schoolwork	56	3	15	11	55	3	15	3	15	849	56	17	61	11	11	850	64	19	53	20	7	850
C. easier than my regular schoolwork	22	2	25	4	50	2	25	0	0	854	22	29	57	14	0	857	22	25	52	16	6	852
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	14	0	0	0	0	3	60	2	40	828	13	0	0	50	50	826	8	6	34	34	26	838
B. Most of the passages were about the same as what I normally read.	44	2	13	8	50	4	25	2	13	848	41	15	54	23	8	850	52	14	54	24	8	848
C. Most of the passages were easier than what I normally read.	42	4	27	9	60	2	13	0	0	856	47	27	60	13	0	856	40	30	53	13	4	855
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	50	4	22	7	39	4	22	3	17	848	53	24	41	24	12	849	39	19	50	22	9	849
B. I tried about the same as I do on my regular schoolwork.	42	2	13	9	60	3	20	1	7	851	41	15	62	15	8	852	54	21	53	19	7	851
C. I did not try as hard on this test as I do on my regular schoolwork.	8	0	0	1	33	2	67	0	0	843	6	0	50	50	0	846	7	12	46	27	15	845
How much time do you spend reading at home each day?																						
A. more than one hour	11	1	25	2	50	1	25	0	0	855	9	33	67	0	0	860	19	26	53	15	6	853
B. 20 minutes to an hour	22	0	0	7	88	1	13	0	0	853	25	0	88	13	0	853	40	25	52	17	6	852
C. less than 20 minutes	19	3	43	2	29	2	29	0	0	855	22	43	29	29	0	855	15	18	51	21	10	849
D. I rarely read at home.	47	2	12	6	35	5	29	4	24	842	44	14	36	29	21	843	26	7	50	30	13	844
How do you feel about the following statement?																						
"My knowledge of reading will be useful to me as an adult."																						
A. strongly agree	33	4	33	7	58	1	8	0	0	858	34	36	64	0	0	859	42	27	51	15	6	853
B. agree	53	2	11	9	47	5	26	3	16	845	53	12	47	29	12	846	50	15	53	23	9	848
C. disagree	11	0	0	1	25	2	50	1	25	840	9	0	33	33	33	839	7	8	46	32	14	843
D. strongly disagree	3	0	0	0	0	1	100	0	0	840	3	0	0	100	0	840	2	6	39	35	21	840
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 8
SAU: Milford School Department
School: Dr Lewis S Libby School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 862–880)	2006-2007	3	6	3	6	1952	13
	2007-2008	2	6	2	7	1657	11
	2008-2009	0	0	0	0	2116	15
	Cum. Total*	5	4	5	4	5725	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 842–860)	2006-2007	18	34	18	34	5870	38
	2007-2008	16	48	16	55	5956	40
	2008-2009	14	39	13	41	5443	38
	Cum. Total*	48	39	47	41	17269	39
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 830–840)	2006-2007	14	26	14	26	3982	26
	2007-2008	7	21	5	17	3729	25
	2008-2009	9	25	9	28	3556	25
	Cum. Total*	30	25	28	25	11267	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 800–828)	2006-2007	18	34	18	34	3534	23
	2007-2008	8	24	6	21	3579	24
	2008-2009	13	36	10	31	3356	23
	Cum. Total*	39	32	34	30	10469	23

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	23.6	42.1	24.3	43.4	28.6	51.1
A. Number	8	14	2.8	35.0	2.8	35.0	3.7	46.3
B. Data	16	29	8.1	50.6	8.3	51.9	8.9	55.6
C. Geometry	12	21	3.6	30.0	3.8	31.7	5.0	41.7
D. Algebra	20	36	9.1	45.5	9.3	46.5	10.9	54.5

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 8
 SAU: Milford School Department
 School: Dr Lewis S Libby School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	36	0	0	14	39	9	25	13	36	834	32	0	41	28	31	836	14471	15	38	25	23	843
Ethnicity																						
African American/Black	0										0						367	6	24	26	44	831
American Indian or Native Alaskan	3										2						114	5	31	32	32	836
Asian or Pacific Islander	0										0						233	27	33	20	21	847
Hispanic	1										1						190	8	31	26	34	836
Caucasian/White	32	0	0	14	44	9	28	9	28	838	29	0	45	31	24	839	13567	15	38	25	22	843
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	0	0	1	17	5	83	814	5	0	0	20	80	816	2242	2	12	22	63	824
No	30	0	0	14	47	8	27	8	27	838	27	0	48	30	22	839	12229	17	42	25	16	846
Current LEP																						
Yes	0										0						336	6	18	26	51	829
No	36	0	0	14	39	9	25	13	36	834	32	0	41	28	31	836	14135	15	38	25	23	843
Economically disadvantaged																						
Yes	19	0	0	5	26	3	16	11	58	827	16	0	25	19	56	828	5270	6	30	28	36	835
No	17	0	0	9	53	6	35	2	12	842	16	0	56	38	6	843	9201	20	42	22	16	847
Migrant																						
Yes	0										0						5	0	0	40	60	828
No	36	0	0	14	39	9	25	13	36	834	32	0	41	28	31	836	14466	15	38	25	23	843
Gender																						
Female	23	0	0	10	43	6	26	7	30	836	21	0	48	29	24	838	7070	15	39	25	22	843
Male	13	0	0	4	31	3	23	6	46	832	11	0	27	27	45	831	7401	14	36	25	25	842
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						857	5	25	33	37	835
No	36	0	0	14	39	9	25	13	36	834	32	0	41	28	31	836	13614	15	38	24	22	843
Gifted/talented program																						
Yes	0										0						700	68	27	3	1	866
No	36	0	0	14	39	9	25	13	36	834	32	0	41	28	31	836	13771	12	38	26	24	841

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 8

SAU: Milford School Department

School: Dr Lewis S Libby School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	11	0	0	3	75	0	0	1	25	838	13	0	75	0	25	838	8	8	24	24	44	833
B. less than one hour	69	0	0	9	36	9	36	7	28	836	69	0	36	41	23	837	51	12	38	26	23	842
C. one to two hours	17	0	0	2	33	0	0	4	67	829	16	0	40	0	60	834	36	19	40	23	19	845
D. more than two hours	3	0	0	0	0	0	0	1	100	810	3	0	0	0	100	810	5	19	36	22	23	844
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	28	0	0	6	60	1	10	3	30	838	25	0	63	13	25	839	28	33	41	15	11	852
B. good	50	0	0	7	39	5	28	6	33	835	53	0	41	29	29	837	45	11	43	25	21	842
C. fair	19	0	0	1	14	3	43	3	43	832	19	0	17	50	33	835	21	3	27	35	35	834
D. poor	3	0	0	0	0	0	0	1	100	800	3	0	0	0	100	800	5	2	14	30	54	828
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	25	0	0	4	44	0	0	5	56	832	22	0	43	0	57	830	28	23	41	21	15	848
B. They match some of what I have learned.	47	0	0	6	35	7	41	4	24	837	50	0	38	44	19	839	52	13	40	25	21	843
C. They match just a little of what I have learned.	17	0	0	3	50	1	17	2	33	839	16	0	60	20	20	844	16	8	28	30	34	836
D. There is no match.	11	0	0	1	25	1	25	2	50	823	13	0	25	25	50	823	4	5	15	22	58	826
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	50	0	0	5	28	7	39	6	33	833	53	0	29	41	29	834	32	6	34	29	32	837
B. about the same as my regular schoolwork	42	0	0	8	53	2	13	5	33	838	38	0	58	17	25	840	52	13	41	25	20	843
C. easier than my regular schoolwork	8	0	0	1	33	0	0	2	67	825	9	0	33	0	67	825	16	39	35	13	13	853
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	56	0	0	8	40	5	25	7	35	833	59	0	42	26	32	834	42	12	38	26	25	841
B. I tried about the same as I do on my regular schoolwork.	39	0	0	6	43	4	29	4	29	839	34	0	45	36	18	843	52	17	39	23	20	845
C. I did not try as hard on this test as I do on my regular schoolwork.	6	0	0	0	0	0	0	2	100	812	6	0	0	0	100	812	7	12	27	27	35	837
How often do you use calculators in mathematics class?																						
A. almost every day	61	0	0	6	27	7	32	9	41	833	66	0	29	33	38	833	34	18	40	22	20	845
B. two or three days a week	19	0	0	5	71	1	14	1	14	843	16	0	80	20	0	848	35	14	38	26	21	843
C. two or three times each month	14	0	0	1	20	1	20	3	60	824	13	0	25	25	50	829	18	12	37	27	24	841
D. never or almost never	6	0	0	2	100	0	0	0	0	849	6	0	100	0	0	849	13	9	32	25	34	837
How often do you use laptops in mathematics class?																						
A. almost every day	19	0	0	7	100	0	0	0	0	852	22	0	100	0	0	852	9	13	38	23	26	841
B. two or three days a week	11	0	0	1	25	2	50	1	25	835	13	0	25	50	25	835	17	11	37	26	26	841
C. two or three times each month	42	0	0	3	20	6	40	6	40	831	41	0	15	46	38	831	28	15	40	25	20	844
D. never or almost never	28	0	0	3	30	1	10	6	60	828	25	0	38	13	50	830	46	16	36	24	23	843
How do you feel about the following statement?																						
“My knowledge of mathematics will be useful to me as an adult.”																						
A. strongly agree	44	0	0	9	56	3	19	4	25	841	47	0	60	20	20	842	52	19	41	22	18	846
B. agree	47	0	0	4	24	5	29	8	47	828	44	0	21	36	43	829	39	11	35	27	27	840
C. disagree	3	0	0	0	0	0	0	1	100	822	3	0	0	0	100	822	6	7	28	26	39	835
D. strongly disagree	6	0	0	1	50	1	50	0	0	846	6	0	50	50	0	846	3	4	25	28	43	832
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

SCIENCE RESULTS

Test Date: March 2009
Grade: 8
SAU: Milford School Department
School: Dr Lewis S Libby School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 862–880)	2008-2009*	8	22	8	25	2155	15
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 842–860)	2008-2009*	13	36	12	38	6687	47
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 828–840)	2008-2009*	11	31	8	25	3672	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 800–826)	2008-2009*	4	11	4	13	1749	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	56	100	31.9	57.0	32.6	58.2	32.0	57.1
D. The Physical Setting	31	55	17.1	55.2	17.5	56.5	17.1	55.2
D1/D2 Earth/Space	17	30	8.9	52.4	8.9	52.4	9.4	55.3
D3/D4 Matter and Energy/Force and Motion	14	25	8.2	58.6	8.6	61.4	7.7	55.0
E. The Living Environment	25	45	14.8	59.2	15.1	60.4	14.9	59.6

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 8
SAU: Milford School Department
School: Dr Lewis S Libby School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	36	8	22	13	36	11	31	4	11	845	32	25	38	25	13	846	14263	15	47	26	12	846
Ethnicity																						
African American/Black	0										0						360	4	31	35	30	835
American Indian or Native Alaskan	3										2						114	8	39	31	22	839
Asian or Pacific Islander	0										0						230	20	44	23	13	848
Hispanic	1										1						184	9	45	29	16	842
Caucasian/White	32	8	25	13	41	8	25	3	9	847	29	28	41	21	10	848	13375	15	47	25	12	846
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	1	17	3	50	2	33	829	5	0	20	40	40	827	2221	3	22	36	38	832
No	30	8	27	12	40	8	27	2	7	849	27	30	41	22	7	850	12042	17	51	24	7	848
Current LEP																						
Yes	0										0						331	4	20	39	37	832
No	36	8	22	13	36	11	31	4	11	845	32	25	38	25	13	846	13932	15	48	25	12	846
Economically disadvantaged																						
Yes	19	3	16	3	16	10	53	3	16	839	16	19	19	44	19	839	5184	6	40	33	21	840
No	17	5	29	10	59	1	6	1	6	853	16	31	56	6	6	854	9079	20	51	21	8	849
Migrant																						
Yes	0										0						5	0	0	80	20	829
No	36	8	22	13	36	11	31	4	11	845	32	25	38	25	13	846	14258	15	47	26	12	846
Gender																						
Female	23	5	22	10	43	5	22	3	13	847	21	24	48	14	14	848	6953	14	47	28	11	846
Male	13	3	23	3	23	6	46	1	8	843	11	27	18	45	9	843	7310	16	46	24	13	846
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						828	5	35	40	20	839
No	36	8	22	13	36	11	31	4	11	845	32	25	38	25	13	846	13435	16	48	25	12	846
Gifted/talented program																						
Yes	0										0						699	65	34	2	0	865
No	36	8	22	13	36	11	31	4	11	845	32	25	38	25	13	846	13564	13	48	27	13	845

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 8
SAU: Milford School Department
School: Dr Lewis S Libby School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	11	2	50	1	25	0	0	1	25	850	13	50	25	0	25	850	8	8	34	28	30	837
B. less than one hour	69	5	20	10	40	8	32	2	8	847	69	23	41	27	9	848	51	14	48	27	11	846
C. one to two hours	17	1	17	2	33	3	50	0	0	845	16	20	40	40	0	847	36	19	48	24	9	848
D. more than two hours	3	0	0	0	0	0	0	1	100	800	3	0	0	0	100	800	5	17	49	20	14	847
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	17	2	33	2	33	2	33	0	0	851	16	40	20	40	0	852	23	27	47	17	8	851
B. good	53	4	21	10	53	3	16	2	11	847	56	22	56	11	11	848	53	15	50	26	10	847
C. fair	31	2	18	1	9	6	55	2	18	839	28	22	11	44	22	840	20	4	43	35	18	840
D. poor	0										0						4	4	27	34	35	834
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	33	2	17	8	67	1	8	1	8	849	34	18	64	9	9	850	26	20	49	23	9	849
B. They match some of what I have learned.	47	4	24	4	24	9	53	0	0	845	44	29	29	43	0	847	51	14	48	26	11	846
C. They match just a little of what I have learned.	19	2	29	1	14	1	14	3	43	840	22	29	14	14	43	840	18	13	44	28	15	844
D. There is no match.	0										0						4	5	33	30	32	836
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	31	3	27	3	27	3	27	2	18	843	34	27	27	27	18	843	32	13	45	28	14	844
B. about the same as my regular schoolwork	53	3	16	9	47	5	26	2	11	845	50	19	50	19	13	847	56	15	49	25	11	847
C. easier than my regular schoolwork	17	2	33	1	17	3	50	0	0	851	16	40	20	40	0	853	11	21	43	22	13	847
How hard did you try on the science part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	50	5	28	8	44	3	17	2	11	848	53	29	41	18	12	848	39	14	47	27	12	845
B. I tried about the same as I do on my regular schoolwork.	42	3	20	3	20	7	47	2	13	842	38	25	25	33	17	843	55	17	48	25	10	847
C. I did not try as hard on this test as I do on my regular schoolwork.	8	0	0	2	67	1	33	0	0	847	9	0	67	33	0	847	6	8	36	29	26	839
Which courses do you plan to take before you graduate from high school?																						
A. earth and space science and/or biology	14	1	20	1	20	2	40	1	20	843	13	25	25	25	25	845	26	9	48	29	14	844
B. the course(s) described in A, plus chemistry	17	3	50	1	17	0	0	2	33	844	19	50	17	0	33	844	23	17	49	22	12	847
C. the course(s) described in B, plus physics	29	2	20	4	40	3	30	1	10	847	29	22	44	22	11	849	21	31	44	17	7	852
D. a life science and physical science class	40	2	14	7	50	5	36	0	0	847	39	17	50	33	0	848	30	7	46	32	14	842
How well does the following statement reflect your future goals? "I am interested in a career related to science, technology, engineering, or mathematics."																						
A. strongly agree	17	2	33	2	33	2	33	0	0	853	16	40	40	20	0	856	27	23	47	20	10	849
B. agree	39	2	14	5	36	5	36	2	14	840	44	14	36	36	14	840	37	14	47	27	12	846
C. disagree	28	2	20	3	30	3	30	2	20	844	25	25	38	13	25	846	25	11	48	29	12	845
D. strongly disagree	17	2	33	3	50	1	17	0	0	851	16	40	40	20	0	853	11	9	44	31	17	842
How do you feel about the following statement? "My knowledge of science will be useful to me as an adult."																						
A. strongly agree	14	1	20	2	40	1	20	1	20	844	16	20	40	20	20	844	31	22	46	22	10	849
B. agree	64	5	22	8	35	8	35	2	9	846	66	24	38	29	10	847	50	14	49	26	11	846
C. disagree	17	2	33	2	33	1	17	1	17	846	16	40	40	0	20	848	14	9	45	31	15	843
D. strongly disagree	6	0	0	1	50	1	50	0	0	839	3	0	0	100	0	836	5	3	38	34	25	837
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number